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ABSTRACT

This annual report assesses the strategic planning effort of the 12 colleges that make up the Connecticut Community-Technical College system. Section 1 details the planning and assessment process. The first phase of this strategic planning process--the development of performance indicators--has been completed. Colleges identified their goals within the context of overall system goals. Accomplishments related to planning and assessment are presented for each college. Section 2 itemizes the plans for the development of a system-wide general education core. Section 3 outlines the system-wide learner-centered academic model for the 21st century, and details the specific program reviews being done at each of the colleges. Section 4 analyzes the basic skills testing and placement programs, and the conclusions drawn by the Basic Skills Council. Section 5 presents enrollment by ethnic group and students with disabilities, and financial aid data. Reinforces the goal of the system Academic Model to increase enrollment and promote student retention. Section 6 analyzes data collected by four colleges that distributed the revised graduate follow-up survey. Section 7 evaluates the adequacy of the core academic, student, and library services and facilities. (VF)

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Connecticut

Community-Technical College System

JC 990 220

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Biennial Assessment Report

March 1, 1999

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Section I. Planning and Assessment Process

System Planning and Assessment

The Community-Technical College system has engaged in an assessment process that includes system and college strategic planning. This process began with a re-wording of the system mission statement, grounded in the statutory mission, so that the system can better market its role in Connecticut higher education. Colleges have reviewed their mission statements to make refinements. The intent is to create a high performance system with a focus on learning as a means to promoting student retention and success. One result of this emphasis upon assessment has been college intention to hire individuals with research expertise. In the past two years, three colleges (**Capital, Naugatuck Valley,** and **Northwestern**) have hired full-time institutional researchers, while three others (**Middlesex, Quinebaug Valley**, and **Three Rivers**) are sharing a full-time researcher, and one (**Housatonic**) has identified an individual with research responsibilities as part of a larger job on campus. At the same time, the Chancellor's Office has engaged in the process of hiring a full-time planning and research director, with a Spring 1999 start date.

System Indicators of Success

The Community-Technical College system has successfully completed the first phase of the strategic planning process: the development of performance indicators. The system Institutional Research Council identified system goals across a range of assessment areas [see http://www.commnet.edu/co/academic/academic_info.html]. Colleges then identified college goals within the context of those system goals. These goals will become the foundation for assessment of system performance. With all twelve colleges having identified institutional researchers this spring, the system should have a more coherent approach to assessment in the future.

COLLEGE	*PLANNING AND ASSESSMENT*
Asnuntuck	• Completed first phase of strategic planning process • Conducted environmental scans • Established planning process • Determined critical strategic issues • Identified college strengths and weaknesses • Wrote mission and vision statements • Initiated a quality council • Plan to hire full-time institutional researcher
Capital	• Completed first and second phases of strategic planning process • Conducted environmental scans • Established the overall planning process • Convened and trained a broad-based Strategic Planning Committee • Determined critical strategic issues • Identified college strengths and weaknesses, external opportunities and threats • Wrote a vision of the future and core values • Wrote college strategic goals • Sought broad-based campus approval during the planning process • Departments formulated strategic goals & objectives and measures for learning outcomes

COLLEGE	*PLANNING AND ASSESSMENT*
Gateway	• Initiated strategic planning process • Wrote new mission • Developed an inclusive planning process with systematic evaluation of effectiveness • Implemented an effective, participatory governance structure • Developed college-wide goals and assessments
Housatonic	• Made large strides in using assessment to demonstrate program effectiveness • Filled a new institutional research position • Faculty have designed and written measurable outcomes for their programs
Manchester	• Conducted environmental scans • Established the overall planning process • Convened and trained a broad-based Strategic Planning Committee • Determined critical strategic issues • Identified college strengths and weaknesses, external opportunities and threats • Wrote a vision of the future and core values • Wrote college strategic goals • Sought broad-based campus approval during the planning process • Departments formulated strategic goals & objectives and measures for learning outcomes • Established Strategic Planning Committee web site http://www.mctc.commnet.edu/IRP/irp1.htm
Middlesex	• Hired an institutional researcher jointly with Three Rivers and Quinebaug Valley
Naugatuck Valley	• Established a planning and assessment process tied to system strategic planning • Hired an institutional researcher • Allocated increased resources to develop and measure institutional effectiveness. • Received strong commendation from NEASC for planning & assessment activities
Northwestern	• Made large strides in using assessment to demonstrate program effectiveness • Filled a new institutional research position • Updated & modified surveys for new and withdrawing students, and graduates
Norwalk	• Identified the Planning Committee as central to institutional assessment • Designated the Director of Institutional Research as liaison with the system • Developed biennial reports to track progress
Quinebaug Valley	• Hired an institutional researcher jointly with Middlesex and Three Rivers • Used the principles of Continuous Quality Improvement & won state quality award • Recognized the driving principle or hoshin of *Learners First* • Developed division strategies & measurable activities with twice annual reports
Three Rivers	• Hired an institutional researcher jointly with Middlesex and Quinebaug Valley • Communicated assessment outcomes through divisional and college governance • Formed a Strategic Planning Committee with college-wide representation • Assessed retention impact of the First-Year Experience class
Tunxis	• Initiated new Strategic Planning cycle • Appointed Strategic Planning Committee • Convened, conducted training and orientation sessions for committee & subcommittees • Acquired planning software to support Strategic Planning initiatives • Initiated project to determine most efficient way to measure student goal attainment • Moved to adopt program evaluation instrument designed to measure employer satisfaction with graduates, other outcomes measures

Section II. General Education

System Activities

The system has initiated a process for development of a system-wide general education core as part of the Academic Model, with Norwalk taking the lead in designing an implementation model.

College Activities

COLLEGE	*GENERAL EDUCATION*
Asnuntuck	• Plan to review the college's General Education Spring semester • Committee reviewing current General Education requirements of other colleges
Capital	• Charged group with the responsibility to develop measurable outcomes • Established Writing Across the Curriculum Committee • Instituted a Writing Center with a full-time director • Optimizing transfer opportunities through revision of Liberal Arts and Sciences
Gateway	• Made significant progress in developing program learning outcomes • Prepared matrix of general education goals & objectives to use in program review
Housatonic	• Made significant progress in developing program learning outcomes • Established Writing Across the Curriculum Committee • Conducted focus groups to assess student satisfaction, knowledge, and skills
Manchester	• Charged group with the responsibility to develop measurable outcomes
Middlesex	• Charged group with the responsibility to develop measurable outcomes
Naugatuck Valley	• Developed learning outcomes for almost all programs • Opted to use the ETS Academic Profile assessment instrument • Established Writing Across the Curriculum Committee
Northwestern	• Optimizing transfer opportunities through revision of Liberal Arts and Sciences
Norwalk	• Established a 30-credit core • Designated to develop a system model for a general education core curriculum • Instituted an interdisciplinary course requirement
Quinebaug Valley	• Developing a system implementation model for assessing learner outcomes • Continues to use the Cross and Angelo's Teacher Researcher model • Examined all courses and rewritten objectives to reflect desired learner outcomes
Three Rivers	• Optimizing transfer opportunities through revision of Liberal Arts and Sciences
Tunxis	• Undertaking review of general education in Spring 1999 • Introduced Computer Literacy pilot course

Of special note are activities at **Housatonic** and **Norwalk**. **Housatonic** hosted focus groups involving academic department chairs, a student services personnel, and University of Connecticut representatives. The meetings revealed that students had achieved general competencies as outlined in the objectives and that they had exceeded their own expectations, especially in mathematics, where all reported limited math preparation in high school and yet had taken a sequence of aggressive math courses, through calculus. Students attributed their success to new-found confidence instilled by professors and to improved study habits. University of Connecticut representatives concurred that these **Housatonic** students would be able to succeed with other university students at a regional campus; students indicated that they would be transferring to four-year institutions, though none had chosen the University of Connecticut. The focus groups initiated a generalized assessment that will be supplemented by more quantitative assessment data, and the college is planning this follow-up.

General Education at **Norwalk** has changed significantly as a result of the introduction of a common core curriculum for all programs, coupled with internal pressures and designation by the Chancellor's Office as the college responsible for designing a system implementation model for a general education core. Taken together, these

forces have resulted in a General Education program that increases student skill levels and broadens intellectual horizons. All programs must incorporate 30 credits of General Education course work in required and elective areas. Introduction of an interdisciplinary requirement made clear the need for faculty development. To ensure a common vision of the interdisciplinary requirement, team leaders attended the Institute for Integrative Studies (Miami of Ohio University) to discuss their courses with representatives of other schools that were also developing interdisciplinary programs. In the following year, interdisciplinary committees were formed to monitor the courses and plan for faculty development. In celebration of the core curriculum, **Norwalk** also established an academic festival to take place each spring. Open to the surrounding community, the festival is organized around a keynote speaker, who, in 1998, was Julian Bond.

Section III. Academic Programs/Majors

System Activities

The Community-Technical College system has outlined an Academic Model for the 21st century, which can be found in the academic section of the CTC system web page at http://www.commnet.edu/co/academic/academic_info.html. As noted in above sections, each college has been assigned an element of that learner-centered model to develop a plan for system implementation. The elements include program development and review, and a new, shorter but more useful format for program review is being developed for implementation system-wide. It is hoped that the results of the review will take less time but garner more useful data than the long format, which is more qualitative than quantitative. National and state demographics point to the likelihood of continued enrollment declines, with resulting funding losses that will force the college to redefine and possibly consolidate low-enrolled programs.

College Academic Program Activities

During the past two years, the Community-Technical Colleges have received approval for 21 new degree programs, 42 new certificate programs, and 17 new program options. In addition, the colleges have received approval for 41 program modifications and 12 program terminations. These activities grow out of on-going program assessment and response to changing student and community needs.

College Program Reviews

COLLEGE	*PROGRAM*	*RESULTS*
Asnuntuck	None	None
Capital	Pre-Nursing	**Assessment**: • Mentoring increases # of students of color entering nursing **Action**: Updating curriculum

COLLEGE	*PROGRAM*	*RESULTS*
Capital	Medical Assisting	**Assessment**: • Accredited for seven years by national group • Current enrollment of 80 students in only two years • Graduated 25 students
Capital	CIS	**Assessment**: • Various CIS classes offered in a distance learning format • Goal to offer CIS certificate via the web by spring 2000. • Average enrollment approximately 13 per web section.
Gateway	Mathematics/Science Social Sciences Hospitality Management Biomedical Engineering Tech Graphic Communications Tech Retail Management	Assessment: • Conducted self studies for each program • Revised program review process to relate to overall planning and budgeting • Program review process now provides annual enrollment, graduation, and staffing data • Revised course content on basis of program review data
Housatonic	Human Services	**Assessment**: • Overall satisfaction with program and graduates • Strong demand from both students and external agencies • Need additional faculty **Action**: New faculty hire in 1998
Manchester	Adults in Transition	**Assessment**: • Demographics changing • Received about 5 requests a week through the web page • Veterans are recommending our program to other veterans • Need more ways of keeping students connected with the program **Action**: • Former students helped plan 10th anniversary celebration • Sent letters to former students with information of interest • Considering how to use the Internet to facilitate follow up • Focused recruitment on GED classes and the adult high school • Worked with Continuing Education to offer advising services • Examining how to meet the needs of a changing population • Added Internet training to two classes • Increased # of assignments that require students to use the Internet • Added a project with in-depth study of students' field of interest
Manchester	Philosophy	**Assessment**: • Outside evaluators rated program excellent **Action**: • Conducting student evaluations using CTC system-wide instrument • Incorporating two Asian Philosophy courses in Fall 1999

COLLEGE	*PROGRAM*	*RESULTS*
Manchester	Theatre	**Assessment**: • Strength in artistic and pedagogical energy of the faculty • Declining enrollment • S98 production slated for professional production in Montreal • Producing a new work about trouble in Northern Ireland, working with award-winning playwright, Robert Lehan of Westfield, MA **Action**: • Sending satisfied students back to high schools to market program • Developing program brochure • Distributing production fliers via the campus bookstore • Advertising program in programs of local theatre groups • Integrating Modern Dance into the Theatre major • Prepared brochure in conjunction with Continuing Education
Manchester	Cooperative Education	**Assessment**: • Co-op program rated outstanding • Strong administrative support and staff commitment • Strong employer support, strong academic credibility • Need additional staff to accommodate substantial growth • Involve employers in active role developing learning objectives • Need employer advisory group **Action**: • Hired part time Clerk/Typist • Employers involved in development of learning objectives • Identified advisory group from diverse career categories • Modified catalog listing of the cooperative education
Manchester	Engineering Science	**Assessment**: • Program rated "excellent," with excellent transfer opportunities • Successful transfer to U.S. engineering colleges and universities • Need additional classroom and laboratory space and facilities • Need professional development for technical faculty and staff **Action**: Major facilities improvements under way
Manchester	Manufacturing Engineering Science/Industrial Technology (evaluated together)	**Assessment**: • Programs rated excellent • Excellent transfer opportunities • Need adequate budget for growth and new technology • Need adequate funding for instructional material and supplies • Need on-going professional development • Need adequate facilities **Action**: • Major facilities upgrade under way • Additional high technology equipment being purchased

COLLEGE	*PROGRAM*	*RESULTS*
Manchester	Communication (Formerly Media Associate, now including Speech)	**Assessment**: • Need increased access to video editing labs • Need more outside guest speakers **Action**: • Funded to hire student lab assistant, providing more access • Involved professionals from broadcasting, journalism, public relations and photography • Planned panel discussions open to the community • Developed new course
Manchester	Medical Laboratory Technician	**Assessment**: • Need measurable psychomotor objectives • Lack of student supervision during summer clinical • Safety risk during student labs when working with blood • Policy discrepancy between what is published and what is done • Need current library references • Lack of utilization of placement rates in program evaluation **Action**: • Developed measurable objectives for psychomotor lecture • Developing measurable objectives for laboratory • Summer supervision provided • Students required to wear lab coats when working with blood • Policy discrepancy corrected in 1999 - 2000 catalog • Added library references and requested more • Articulated the process for use of placement rates
Manchester	Physics/Physical Sciences	**Assessment**: • Add laboratories to all physical science courses • Increase budget for physical sciences supplies and equipment • Make Calculus I a prerequisite for Physics 131 • Begin a drop-in tutoring center for math and science students **Action**: • Developing 1-credit laboratory curricula • Budget allocation increased by 25% over the previous year • Discussion of pre-requisite to Physics 131 on-going • Planned for Phase II physical science facilities w/ conference room
Manchester	Hospitality Programs (Culinary Arts)	**Assessment**: • Inadequate clerical support • Inadequate budgets for development, small wares, equipment • Declining enrollment **Action**: • Increase in funding for professional development • Planned $6000 to buy small wares in Spring and Fall 1999 • Equipment maintenance, currently $9000, increased to $23,000 • Approval of discretionary funds to support a student worker • Faculty working with marketing staff to devise marketing plan

COLLEGE	*PROGRAM*	*RESULTS*
Manchester	Disability Specialist	**Assessment**: • Strong recommendation that program coordinator be replaced • Create ties with social service agencies to provide agency training • Improve marketing strategies to increase enrollment **Action**: • New coordinator hired • Doing training for one agency, plans to expand to other agencies • Coordinator acting as resource to students, staff, and community
Manchester	Economics	**Assessment**: • Offer the Money and Banking course on a more regular basis • Investigate offering an international economics course • Increase the use of computers in economics classes **Action**: • Money and Banking offered twice and will continue to be offered • Investigating computer usage, availability a roadblock
Manchester	Political Science	**Assessment**: • Expand offerings • Clarify the course descriptions in the catalog • Hire a second political science instructor • Give students opportunities for service learning • Include computer mediated learning • Propose a certificate program in public policy analysis **Action**: • Limitations because it is a single-person department • Investigating a public policy certificate • Investigating integration of computer technology • Experiment with a student conducted public polling function
Middlesex	Human Services	**Assessment**: Used DACUM process with a panel of expert workers
Middlesex	Radiologic Technology	**Assessment**: Completed January, 1999
Middlesex	Ophthalmic Design & Dispensing	**Assessment**: Used DACUM process with a panel of expert workers
Naugatuck Valley	Business Office Technology	**Assessment**: • Program title outdated **Action**: Degree title updated
Naugatuck Valley	Early Childhood Education	**Assessment**: Declining enrollment in Disabilities Specialist Option **Action**: • Disabilities Specialist Option dropped • Curriculum modified
Naugatuck Valley	Nursing	**Assessment**: Licensure review
Naugatuck Valley	Engineering Technologies	**Assessment**: • Need to reduce credits to conform to Board of Trustees' policy • Need for recognition of wireless and fiber optic technology **Action**: • Substantial changes in Electrical and Manufacturing underway. • Introduced wireless and fiber optic technologies • Modified the program and related equipment

COLLEGE	*PROGRAM*	*RESULTS*
Naugatuck Valley	Physical Therapist Assistant Program	**Assessment**: Program rated outstanding by national accrediting group **Action**: First graduates in Spring 1999
Naugatuck Valley	Sociology	**Assessment**: Need to update courses **Action**: Developing new courses such as Sociology of Gender
Naugatuck Valley	Behavioral/Social Sciences	**Assessment**: • Review need for Disabilities Specialist Option • Enhance program Advisory Committee **Action**: • Disabilities Specialist and Mental Health options merged • New Program Coordinator hired • Developed new option, Child and Family Services • Educator from four-year college added to the Advisory Committee
Naugatuck Valley	ESL Courses	**Assessment**: Need separate chairperson **Action**: ESL Department Chairperson position approved
Northwestern	Medical Assisting	**Assessment**: • Received "continuing accreditation" from national group • Acknowledged substantial compliance with national standards • Students well prepared for employment • 100% success/pass rate for graduates taking the state examination
Northwestern	Mathematics	**Assessment**: Approximately half of math students in developmental **Action**: • On-going review of scheduling and teaching methods • Syllabi updated • Students satisfied with instruction and content
Northwestern	Computer Science	**Assessment**: • Completed in 1997 • Enrollment stable, higher than overall college enrollment • Graduates finding employment in many Connecticut companies **Action**: • Increased course offerings • Developed new certificate and degree programs • Established Web Master option to Business Administration degree • Acquired a full-time faculty position • Expanded student involvement in computer services to community
Norwalk	No programs listed	N/A
Quinebaug Valley	Business Office Technology	**Assessment**: Software inappropriate for jobs in local area **Action**: • Changed word processing software to that used by area businesses • Specific competency levels established for exit from skills courses • Program Coordinator reviewing further revision with community
Quinebaug Valley	English/Humanities/ Communication	N/A
Quinebaug Valley	Business Administration	N/A
Quinebaug Valley	Accounting	N/A

COLLEGE	*PROGRAM*	*RESULTS*
Three Rivers	Nuclear, Electrical, Mechanical, & Manufacturing Engineering Tech	**Assessment**: Received TAC/ABET re-accreditation
Three Rivers	Nursing	**Assessment** • Completed state accreditation review • Graduates prepared for registered Nurse (RN) licensure exam • Pass rate on the NCLEX exam averaged 97-98% the last two years • Graduates qualified to obtain employment • Graduates satisfied with the program and feel well prepared • Employers positive in terms of RN performance • Need to revise curriculum in conformity with state changes **Action**: Courses revised and integrated within new state framework
Tunxis	Business Office Technology	**Assessment**: • Self-study completed in 1997 • Recommendation to add medical and legal options • Modifications to medical and legal options **Action** • Developed medical and legal options • Added course, Legal Document Production • Added course, Medical Transcription & Document Production • Added course, Medical Terminology • Upgraded Word Processing III course • Removing Accounting from degree requirements • Expansion of credit-free offerings
Tunxis	Dental Hygiene	**Assessment**: Conducted annual assessments for accrediting agency

Section IV. Basic Skills Testing, Placement

System Activities

The Community-Technical College system has re-instituted the Basic Skills Council, with the charge that it examine college ACCUPLACER cut scores, identify best practices, and examine ways to improve student retention and success. A system Retention Task Force will be established in Spring 1999 as a subcommittee of the council.

College Activities in Basic Skills Testing, Placement

COLLEGE	*BASIC SKILLS TESTING, PLACEMENT*
Asnuntuck	• Discontinued offering ESL • Approximately 55% of students placed into basic math over past two years • Approximately 50% of students placed into basic English over past two years • Approximately 30% of students placed into basic reading over past two years
Capital	• Designated a position for Coordinator of Developmental Studies • Established a web site where students can access ACCUPLACER information (cctc.commnet.edu/shr-cgi-shl/quiz.pl/sensen/placement.htm) • Conducted retention studies of basic skills English and mathematics students

COLLEGE	*BASIC SKILLS TESTING, PLACEMENT*
Gateway	• Placement rate identified as 95% accurate and cut scores appropriate • Piloted concurrent reading & writing courses with faculty working together • Established a performance grade of "C" in developmental courses to move on • Conducting research update to track students who progress to college-level courses
Housatonic	• Conducted studies of basic skills students' pass rates • Conducted studies of developmental students' success • Instituted a college survival skills course for students • Instituted counseling and tutoring staff visits to developmental studies classes • Expanded tutoring services to all hours that the college is open • Developed a Writing-across-the-curriculum Center • Launched a more detailed study of student success in developmental studies • Advertised and extended the outreach of the disabilities support services
Manchester	• Currently conducting a longitudinal tracking system for developmental students • English Department conducted two full days of norming sessions • English faculty reviewing course outlines to develop common outcomes. • Conducted validation studies of cut scores for English placements • Revised the developmental education sequence for English • Reviewed math ACCUPLACER scores each semester and made modifications • Gave pre- and post-tests in Math 098 using the T.A.B.E. test also • Revised Math 98 for emphasis on problem solving and critical thinking skills • Require the use of graphing calculator technology in Math 98
Middlesex	• Conducted studies of basic skills pass rates • Offered a biennial system-wide Symposium for Tutors, • Developed a national ACCUPLACER Listserve for test administrators • Constructed the College Learning Center web site
Naugatuck Valley	• Increased tutoring support services in basic skills • Implemented strategies to improve retention • Identified college-level courses that may be taken concurrently with basic skills • Accommodated alternative learning styles through a variety of delivery systems • Examined ways to improve success of basic skills students in credit-free • Used ACCUPLACER data to improvement placement and basic skills courses • Reviewed cut-off scores annually and updated computer software accordingly. • Added a Coordinator of Testing • Improve placement testing for courses offered in Engineering Technology • Renovated facility to provide a more comfortable and efficient environment • Implemented a more complete record keeping system under BANNER. • Made information more accessible to admissions counselors
Northwestern	• Offered credit-free courses through special programs such as Project Crossroads with GED preparation • Established Occupational Opportunity to develop local employees' basic skills • Implemented Technology Express to prepares women for the workplace
Norwalk	• Initiated activities to improve retention rates • Developed an early intervention system • Provided student services' classroom presentations • Established a Freshman Experience course

COLLEGE	*BASIC SKILLS TESTING, PLACEMENT*
Quinebaug Valley	• Expanded the number of developmental lab sections • Provided more flexible scheduling of basic skills courses • Improved schedule coordination between English and mathematics courses • Introduced an intensive basic English course • Introduced a self-paced basic mathematics course
Three Rivers	• Initiated plans to establish a full-time permanent basic skills testing position • Adjusted placement cut-off scores annually • Adopted a holistic approach to placement for the general student population. • Conducted studies concerning success of students who challenge placement. • Completed program-based assessments of placement scores and student success
Tunxis	• Developed a college success course • Initiated a computer literacy course • Provided small-group and individualized tutorial sessions • Added drop-in tutoring • Expanded use of available technological resources • Expanded regular study skills, math anxiety, research paper workshops • Added teaching assistant program for successful Tunxis students • Initiated a grant-funded Bridge Program for at-risk students

Of particular interest are activities at **Three Rivers.** The college has developed a holistic approach to basic skills placement, using multiple measures such as high school experience, length of time away from academic work, and test day circumstances when recommending course selection for individual students. As a result, approximately 10-15 percent of students who test at the developmental level each semester enroll in college-level courses with advisor approval. Follow-up studies indicate that the majority of these students succeed in their course work. At the same time, the college has studied success rates for students who challenge recommended placement and opt to by-pass remedial course work against advisor recommendation. Follow-up studies of this group indicate that only 30 percent of those who by-pass English and Reading remedial classes succeed at the college level, while more than 70 percent of those by-passing a lower-level math course succeed in their math course of choice. These data support previously reported anecdotal information gathered from faculty and advisors, indicating that most students are knowledgeable about their ability to succeed in the area of mathematics, but do not understand the impact of poor reading and writing skills on college success.

Section V. Retention, Minority Enrollment, Enrollment of Persons with Disabilities, Student Financial Aid, Student Transfer and Articulation

System Activities

The system Academic Model activity is intended to increase enrollments, promote student retention, and facilitate job placement and transfer. At the same time, the system Chief Academic Officer has worked with the Connecticut State University to secure a Guaranteed Admissions Agreement, and with the University of Connecticut to explore the possibility of dual enrollment at the regional campuses.

College Activities

With reference to enrollment fluctuations reported in the following chart, it should be noted that the colleges have experienced an overall enrollment decline over the past two years. Those declines typically translate into declines in enrollment by ethnic group.

COLLEGE	*MINORITY ENROLLMENT*
Asnuntuck	• Black student enrollment increased from 10.2% to 11.7%, 1994 to 1997 • Hispanic student enrollment increased from 2.5% to 3.3%, 1994 to 1997 • Other minority student enrollment increased from 2.5% to 2.9%, 1994 to 1997 • Indian student enrollment declined slightly from 0.43% to 0.37%, 1997-98
Capital	• Black student enrollment increased from 31.7% to 33.8%, 1993 to 1998 • Hispanic student enrollment increased from 15.7% to 18.8%, 1993 to 1998 • Other minority student enrollment increased from 6.7% to 14.8%, 1993 to 1998 • Indian student enrollment declined slightly from 0.43% to 0.37%, 1997-98
Gateway	• Minority enrollment remained steady at about 27%, 1994 to 1998 • White student enrollment declined from 65% to 61%, 1996 to 1998 • Black student enrollment remained steady at 17% • Asian student enrollment declined from 2.9% to 1.6% • Enrollment of foreign nationals increased from 1.4% to 6.7%
Housatonic	• Black student enrollment declined from 26% to 24%, 1997 to 1998 • Hispanic student enrollment increased from 20% to 21%, 1997 to 1998 • Asian student enrollment increased from 3.4% to 3.6%, 1997 to 1998 • Indian student enrollment declined slightly from 0.43% to 0.37%, 1997-98 • Number of students declining to state increased from 0.03% to 5%, 1997-98
Manchester	• Minority enrollment has hovered around 23-24% since 1996
Middlesex	• Black student enrollment declined from 5.5% to 5%, 1997 to 1998 • Indian student enrollment declined from 0.49% to 0.35%, 1997 to 1998 • Hispanic student enrollment declined from 6% to 5.4%, 1997 to 1998 • Asian student enrollment declined from 1.9% to 1.6%, 1997 to 1998
Naugatuck Valley	N/A
Northwestern	• Black student enrollment declined from 1.9% to 1.5%, 1997 to 1998 • Indian student enrollment declined from 0.4% to 0.3%, 1997 to 1998 • Hispanic student enrollment declined from 1.7% to 1.5%, 1997 to 1998 • Asian student enrollment increased from 0.9% to 1.1%, 1997 to 1998
Norwalk	• Black and Hispanic populations each increased by 2%
Quinebaug Valley	• Black student enrollment increased from 21 to 24, 1997 to 1998 • Indian student enrollment increased from 4 to 6, 1997 to 1998 • Asian student enrollment increased from 11 to 21, 1997 to 1998 • Hispanic student enrollment increased from 55 to 76, 1997 to 1998 • Full-time minority enrollments increased from 27 to 45, 1997 to 1998 • Part-time minority enrollments increased from 64 to 82, 1997 to 1998 • Total minority enrollments increased from 91 to 127, 1997 to 1998

COLLEGE	*MINORITY ENROLLMENT*
Three Rivers	• Black student enrollment declined from 6.4% to 6%, 1997 to 1998 • Indian student enrollment increased from 1.1% to 1.2%, 1997 to 1998 • Asian student enrollment declined from 2.4% to 2.1%, 1997 to 1998 • Hispanic student enrollment remained stable at 4%, 1997 to 1998 • Total minority enrollment increased from 11% to 13.3%, 1993 to 1998
Tunxis	• Total minority enrollments increased from 9.35% to 12%, 1997 to 1998

COLLEGE	*ENROLLMENT OF INDIVIDUALS WITH DISABILITIES*
Asnuntuck	N/A
Capital	N/A
Gateway	• Hired two learning disability specialists, one of them available during class times
Housatonic	• Number of students w/ disabilities increased from 70 to over 250, 1997 to 1998
Manchester	• Percentage of students with learning disabilities has increased about 25% since Fall 1997 • Percentage of students with physical disabilities has increased about 300% since Fall 1997
Middlesex	• Number of students with disabilities declined from 62 to 55, 1997 to 1998
Naugatuck Valley	N/A
Northwestern	• Number of students with disabilities increased from 26 to 27, 1997 to 1998 • Number of students with disabilities increased from 13 to 27, 1996 to 1998
Norwalk	N/A
Quinebaug Valley	• Number of students with disabilities: 41 in 1998
Three Rivers	• Number of students with disabilities increased from 41 to 50, 1997 to 1998
Tunxis	• Number of students with disabilities increased from 63 to 66, 1997 to 1998 • Hired additional part-time learning specialist • Designated 50% of Perkins grant for Special Populations Services, 1996-97 • Designated 50% of Perkins grant for Special Populations Services, 1997-98

COLLEGE	*FINANCIAL AID*
Asnuntuck	• Total aid decreased from $862,377 to $701,889 from 1996-7 to 1997-8
Capital	• Total aid increased from $2,211,657 to $2,394,884 from 1996-7 to 1997-8
Gateway	N/A
Housatonic	40% of student population on financial aid in 1998
Manchester	• Number of recipients increased from 1068 to 1140 from 1996-7 to 1997-8
Middlesex	• Total aid increased from $1,712,708 to $1,175,774 from 1996-7 to 1997-8
Naugatuck Valley	N/A
Northwestern	N/A
Norwalk	N/A
Quinebaug Valley	• Total aid increased from $13,845 to $17,725 from 1996-7 to 1997-8 (+21%)
Three Rivers	N/A
Tunxis	• 20 % of student population on financial aid • Percentage doubles for students who take six or more credit hours

During the past two years, Asnuntuck, Capital, and Three Rivers have examined the transfer function. Such studies have been difficult to conduct, as data are not readily available from the senior institutions.

COLLEGE	*TRANSFER*
Asnuntuck	• Conducted longitudinal study of transfers from 1993 to 1996 • 26 students transferred to University of Connecticut in past two years • 17.6% of transfer students were non-degree/non-matriculated while at Asnuntuck • Percentage of white student graduates who transferred: 96.6% • Percentage of Black student graduates who transferred: 1.4% • Percentage of Hispanic student graduates who transferred: 0.08% • Top transfer majors were General Studies (23.5%), Business Admin (16.9%), Liberal Arts (10.1%, and Comm & Broadcasting (4.1%) • Senior institutions accepted on average 40 credits upon transfer
Capital	• Conducted longitudinal study of transfers from 1993 to 1996 • Students achieved overall GPA of 2.97 at Capital and overall GPA of 2.54 after • Average number of credit hours accepted by senior institutions was 44 • Top transfer majors were Liberal Arts (31.9 %), Nursing (15 %), Accounting (4.5 %), and Data Processing (4.5 %) • 60% of transfer students were female • 40% of transfer students were male • Percentage of white student graduates who transferred: 39.7 % • Percentage of Black student graduates who transferred: 30.6 % • Percentage of Hispanic student graduates who transferred: 10.3 %
Three Rivers	• 42% of 1996 graduates indicated transfer goal, 77% achieved it • 39% of 1997 graduates indicated transfer goal, 89% achieved it • an average 51.4 credits, were accepted on transfer

Section VI. Graduate Follow-up

System Activity

The Community-Technical College system Institutional Research Council has revised the Graduate Student Follow-up survey. Housatonic piloted the new format this year, but results are not yet available.

College Graduate Student Follow-up

Capital, Gateway, Manchester, and Three Rivers have conducted graduate follow-up studies, with the following results:

COLLEGE	*GRADUATE FOLLOW-UP*
Asnuntuck	N/A
Capital	• 71.3 percent of graduates surveyed indicated their intended goal was an Associate degree • 36.6 percent of graduates surveyed indicated that they intended to prepare for transfer • 93.1 percent of former students who transferred acknowledged that they met some of their intended goals

COLLEGE	*GRADUATE FOLLOW-UP*
Gateway	• Prepared a comprehensive report of graduate follow-up data • Provided statistics on employment and transfer of graduates to program coordinators
Manchester	• Approximately half of 1996 graduates indicated transfer as their goal, about half transferred • 56.9% of 1996 graduates report working in a job related to their field of study
Three Rivers	• 38.5% of 1997 graduates identified transfer as their goal and 38% transferred • 25.4% of 1997 graduates identified career change as their goal • 13.1% of 1997 graduates identified personal enrichment as their goal • 6.9% of 1997 graduates identified occupational training as their goal • 91.3% of 1997 graduates said they achieved their goal • 55.1% of 1997 graduates were employed in jobs related to their college programs • 40.2% of 1997 graduates said their education helped them get a salary increase • 22.6% of 1997 graduates said their education helped them get a promotion

Section VII. Adequacy of Core Academic, Student and Library Services and Facilities

System Academic and Student and Library Services

The Academic Model includes initiatives aimed to support system strengths in core academic, student and library services and to promote best practices system-wide. Counseling and library councils have developed plans for improving those support service functions among the colleges.

College Academic and Student Services

COLLEGE	*ACADEMIC AND STUDENT SERVICES*
Asnuntuck	• Conducted a retention, attrition, graduation study of first-term, full-time students • Attrition rate for males: 50% • Attrition rate for females: 28% • Attrition rate for Blacks: 100% • Attrition rate for whites: 37% • Overall attrition rate: 39% • Students who left were on average older than those who were retained
Capital	• Installed compressed video system • Developed web-based courses for increased student access • Integrated media services into academic offerings • Developed Basic Video Production and Basic Photography courses • upgraded video acquisition and editing systems
Gateway	• Conducting a study of student goal attainment
Housatonic	• Increase in tutoring appointments from 70 per week to over 300 • Plan to add retention and career counseling services

COLLEGE	*ACADEMIC AND STUDENT SERVICES*
Manchester	• Restructured student services • Established Center for Student Development to focus on total college experience, including placement, advising, counseling, tutoring, study and skills seminars • Added a comprehensive orientation program modeled after the Freshman Year Experience • Extended advising to include returning students • Appointed a counselor to coordinate expanded advising system, with 7% increase in those served during the last year • Integrated testing, placement and advising into a collaborative process • Hired counselor to serve increased number of students with disabilities • Acquired new technology for assessment, testing, and reading/tutoring • Extended counseling work schedule to 12 months to serve increasing need • Assessed Learning Center, found increase of 30-40% in student contacts • Integrated credit and credit-free registration • Developed Student Activities Web Page has been developed • Strengthened fitness and athletics programs • Modified focus of athletics program to include fitness

Middlesex	• Developed a systematic program for orientation, counseling, and advising • Introduced new software to enhance the career guidance program • Implemented a first-year experience program • Plan to establish an ongoing comprehensive review for student services
Naugatuck Valley	• Reorganized Student Services to enhance learner services • Reviewed philosophical basis for each component of Student Services. • Recruitment, Placement Testing, Admissions, Minority Liaison, Immigration and CONNCAS now housed under Enrollment Services • Athletics, Student Activities, Counseling and Faculty Advising, and Health Services relocated under Learner Services
Northwestern	N/A
Norwalk	• Established a Freshman Seminar • Established an Advising Task Force to do the following: 1. Research other college advising systems 2. Solicit faculty and counselor views 3. Recommend systematic advising process that starts with student arrival 4. Recommend system to move undecided students into programs 5. Consider an intrusive and aggressive process • The Task Force will present a plan for an advising system in April, 1999 • Appointed Director of Counseling • Developed workshop to support new faculty in their role as advisors • Developed advising training manual
Quinebaug Valley	N/A
Three Rivers	• Upgraded and networked two IBM compatible computer labs at Mohegan campus • Upgraded and will network Macintosh lab • Plan expansion of computer labs to provide additional classes and open lab time • Upgraded computing capability for faculty and staff • Plan to merge academic and administrative computing under new dean • Expanded tutoring service • Appointed Assistant Tutoring Coordinator • Hired ½ time faculty to develop group & individual approaches in mathematics • Increased tutoring budget 10%

COLLEGE	***ACADEMIC AND STUDENT SERVICES***
Tunxis	• Purchased server and software to support online courses • Enrolled 56 students F98and 110 in S99 • Developing new registration/advising process • Increasing student awareness of support services • Maintaining current computer labs and services • Evaluating a resource charge-back plan • Exploring fitness/exercise opportunities for staff and students

COLLEGE	*LIBRARY SERVICES*
Asnuntuck	• Developed an annual work plan to reflect major short-term priorities • Survey found high level of satisfaction with Learning Resource Center • Plan to hire new Audio-Visual assistant who will provide photocopier support • Faculty involved in identification of new resources
Capital	• Academic departments conducted internal scan & established goals: • Use outcomes assessment process to evaluate information literacy instruction. • Develop information literacy outcomes w/ ESL and developmental faculty • Provide journal database for each curriculum area offered via distance education • Provide electronic reserves for all distance education courses. • Offer electronic reference services and interlibrary loan to distance learners via the college web page. • Develop & implement information literacy section of freshman experience • Provide $300 for library technology-related continuing education for staff • Redesign workbooks for English and nursing students • Assessed effectiveness of web-based information literacy instruction • Provided access to Health Index, SIRS, and Ebsco to remote users
Gateway	• Established a classroom for Internet and database search techniques • Upgraded wiring and installed new computers • Made three new electronic databases available for student use
Housatonic	• Plan to add full-time reference librarian • Plan to add part-time help to staff increased student demand • Plan to add full-time audio-visual librarian and technician • Added allocations for library materials • Added allocations for equipment, computers for Internet and database searches
Manchester	• Added a Dean of Information Technology • Reorganized Library, Media Services, and Computer staffs under one umbrella • Added a new library director • Increased emphasis on electronic databases to improve amount, speed and access (on- and off-campus) of information for research and learning • Students accessed 974 journal sources, nearly double the 524 sources in 1996 • Student access from the library (79%) and remote locations (21%) • Purchased two additional electronic databases, total sources available: 6,00+ titles

COLLEGE	*LIBRARY SERVICES*
Middlesex	• Established a Web page with a wide range of services • Upgraded the telecommunications network to frame relay • Upgraded EBSCO Host's full text 1000 periodical service to a database of 1800 full text journal (with an additional 2000 titles indexed and abstracted) • Provided areas to NewsBank (the library's full-text regional, national, and international newspaper and newswire service • Added currency in the areas of math, ethnic studies, social science, and art • Provided reciprocal borrowing privileges for faculty with nearly 30 college and university libraries in the State, through a cooperative project sponsored by the Council of Connecticut Academic Library Directors • Produced a comprehensive personnel manual, including policies and procedures
Naugatuck Valley	• Discussed and evaluated objectives using statistical information and questionnaires • Made on-going adjustments in response to customer suggestions • Researching and developing assessment tools
Northwestern	• Developing staffing patterns and hours that meet the needs of diverse publics • Hired part-time Educational Assistants to provide better patron support • Acquiring new technologies to promote access to electronic and traditional sources • Upgraded on-line catalog to a graphical Pentium-based product • Moved video collection to the Library, cataloged and made available for borrowing • Developed a collection policy manual to determine what materials are purchased • Library gate counts increased sharply averaging a couple hundred more than last year • Introduced an Internet search techniques class taught in the Library by a librarian
Norwalk	N/A
Quinebaug Valley	• Made the following changes in response to users' survey • Photocopier services enhanced by the addition of a second copier • Additional lighting installed • Patrons allowed to bring covered beverages into certain spaces • Replaced chairs used with the computer stations • Initiated systematic review of the collection with faculty • Increased collection in the areas of biography and medical assisting. • Created electronic classroom for bibliographic instruction • Increased professional staff at the Willimantic Center library resource center
Three Rivers	• Formed new division of Technology Information Resources • Appointed a library committee to review learning resource services • Allocated additional $20,000 per annum for Learning Center
Tunxis	• Hiring information services/systems services librarian to support distance education • Plan to expand quantity of resources through dial-in and remote-access services • Plan to provide library resources and information to distance-education • Plan to expand participation in Partnership of Connecticut Libraries, and the Connecticut Library Network • Plan to expand information access through library web pages • Plan to develop series of informational brochures on library services; • Plan to replace and add library signs as appropriate

System Facilities Initiatives

The Community-Technical College system has sought major funding support for facilities maintenance, in recognition of the deteriorating condition of many college physical plants because of declining resources. In addition, the system has identified campus consolidation of **Capital, Gateway**, and **Three Rivers** as a major priority.

College Initiatives

COLLEGE	• *FACILITIES*
Asnuntuck	N/A
Capital	• Consolidated campus calls for expanded facilities to accommodate students in Visual Communication courses and potential new demands from Hartford Higher Education Consortium and Distance Learning Center
Gateway	N/A
Housatonic	N/A
Manchester	• Construction of Phase I is in progress, as is the planning of Phase II • Course data base used to assess enrollment trends to refine facilities needs
Middlesex	N/A
Naugatuck Valley	• Developed campus master plan to facilitate the following: • Provide access to state-of-the-art technology • Provide adequate laboratory space to promote hands-on learning and safety • Create training space to serve the business and industry community • Allow for flexibility to accommodate future program changes • Provide spaces that promote interdisciplinary learning • Create permanent space to replace the temporary terrace buildings • Create a cohesive and efficient merged campus • Move off-campus programs to the main campus • Maximize value (initial and operational costs)
Northwestern	• Need renovation of Learning Resource Center heating and ventilation system • An existing elevator shaft needs removal or repair • Stability of two 20-year-old temporary buildings questionable • Renovated Administration Building exterior renovation • Renovating interior of Administration Building • Renovated Founders Hall and Annex
Norwalk	• Relocate the Career Planning and Placement Center for visibility and access • Updated and modernized Athletic Center
Quinebaug Valley	• Developed Master Facilities Space Program • Renovated Chemistry/Physics lab • Completed greenhouse attached to biology area • Equipped classrooms with interactive video. • Remodeling to create a networking and troubleshooting lab • Plan renovation of classrooms to double as computer labs • Investigating a move to a larger site in Willimantic
Three Rivers	• Planning for campus consolidation

COLLEGE	• *FACILITIES*
Tunxis	• Need additional space for laboratories, general classrooms, meeting rooms, student activities offices, and general recreational areas • Evaluating existing space for functionality • Develop a college information signage plan for the college • Installed automatic light cut-off system for classrooms and offices • Assuring appropriate facility maintenance • Collaborating with external groups on infrastructure issues • Need library seating, lighting, additional computer stations, improved access to copy machines, expanded shelving and display areas

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